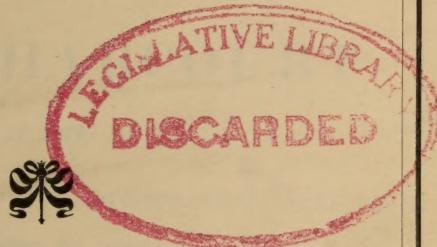


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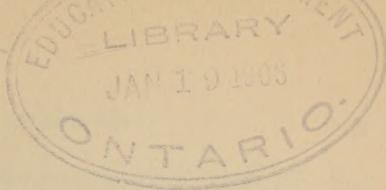
SPEECHES



HON. R. HARCOURT



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ADDRESS

BY

HON. R. HARCOURT

AT THE

Canadian Conference of Charities and Correction

September 27, 1900.

Mr. President, Ladies and Gentlemen: First of all, let me say that I am delighted to see occupying the chair on the occasion of this very important meeting, one of my oldest friends.

I sympathize very deeply with the objects of this meeting. I think it is a fitting and opportune thing that such a meeting, with such aims and ambitions and aspirations and ideals, should be convened in a room like this, a room which forms part of the educational buildings of the Province of Ontario.

Can we forget, Mr. Chairman, can we allow ourselves to forget, explain it as we will, that ignorance and crime to a great extent go hand in hand, and if ignorance be dispelled through the channels of our schools, our colleges, our universities, our pulpits, and through the press, if that can be happily accomplished, then in a corresponding degree crime will decrease and the need of charitable work will be lessened. We have

direct Holy Writ bearing upon it ; it is in the Book of Hosea, I believe, that we find these words : " My people are destroyed for lack of knowledge." All profane history, the two admirable volumes which have recently reached us from the pen of Dr. Smith, and which many of us have read with interest, bear that statement out as true—true through time, true through all the centuries, whether it be for the want of correct notions, economically or in an industrial sense, the people are destroyed for lack of knowledge. Sir George Kekewich is chairman, as you know, of the most important educational body, I presume, in the world, the English Educational Board or Association. It is said that one of the statements that this experienced man is apt to repeat is this : " Whenever I see a schoolhouse in the course of erection I say to myself, there goes another prison," and there is a great deal of truth in the statement. It would be fitting, perhaps, that I should say just a few words as to the matters which will be discussed by this important Conference and will limit myself to this one idea of education versus crime. I believe, I repeat, that through the means of education the amount of crime has been decreased and always will be decreased. I will give some statistics from the Government Blue Books of England, and they may be accepted as reliable. I am not forgetting that a writer who is quoted very often stated not long ago that all falsehoods admitted of a triple classification. First, lies, pure and simple ; secondly, condemned lies—those that have been proved to be such I presume ; third (would you believe it), statistics. Well I would want that classification corrected. There are statistics which are reliable, and I quote the authority of my statistics,—namely, the Educational Blue Books of England, simply that you may feel convinced that they are worthy of thought, belief, and consideration. Some of these statistics are encouraging and some of them are discouraging. For example, take the expenditure last year in England on the elementary schools, board schools, voluntary schools—all other than secondary schools,—roughly speaking, the people of England, through those who ruled them last year, spent eight millions of pounds in giving the youth of England an elementary education. Now how much

did they spend on the detection of crime, on the suppression of crime, on the detention of the criminal, on his reformation? Not eight millions of pounds but ten millions of pounds; a larger sum of money by 25 per cent. spent in taking care of the neglected youth of the country, for they must have been neglected or they would never have become a part of the criminal classes. Eight millions spent on educating a portion of them partially, and 25 per cent. more than that or ten millions of pounds expended in taking care of the others who had not been sufficiently cared for at a time when their every surrounding made an impression upon their tender minds. Now this little item of statistics, eight millions on education, and ten millions of an expenditure on criminals—fifty millions of dollars—rather saddens and discourages us. Other statistics that I will hurriedly give will be encouraging, and fittingly may I repeat them here, inasmuch as it will be gratifying to those who are workers in a cause such as this, than which no cause is nobler, to learn that the efforts of this Conference and of thousands of similar conferences the world over, are not fruitless but producing good results; that crime in many countries is decreasing, and that statistics seem to show that it decreases almost in proportion as the educational machinery of the country is brought within reach of the youth of the country.

Before speaking of the English statistics, just a word as to the United States. Take seventeen of the most enlightened of them, the most populous, those of them that two or three decades ago were quite imbued with English thought and which are to-day more or less imbued with English thought and precedent. What do we find as to those seventeen states? Eight times as many criminals in those seventeen states came, according to the last yearly report, from the uneducated classes as came from an equal number of the literate class—a proportion of eight to one. I think that attention to the statistics concerning illiteracy will support the argument I am attempting to make. In England during the same year it is stated that ninety-seven per cent. of the criminals committed to prison where either wholly illiterate, or men and women of the most limited education. Will

anyone say now that statistics such as those do not warrant us in making the deduction that in proportion as you educate on right lines and care for the youth of the country, hem them in with suitable environment, give the waifs of your city careful homes and healthy fireside influences—that in proportion as you do that, just in that proportion will you succeed in lessening the volume of crime. I think the statement admits of not the slightest particle of doubt. One could argue on similar lines that, if your Conference had lower aims than it has—quite lower aims—it would justify its existence.

THE TRUEST ECONOMY.

It can be shown so easily that the highest economy and the truest economy on the part of a country is in taking wise care of the neglected youth of the country, of the waifs, of the Arabs of the street, of the homeless, of the orphans, or of those who are even worse than the orphan—the children of those who are criminally disposed. I say that in the lowest possible sense, that of public expenditure, it pays. (Hear, hear.) For example, it pays a country through organizations such as yours, directly or indirectly under the Government's sanction or control, to take care of the youth of the country. The figures obtaining in England are very much like the figures obtaining in our own Province. I have them both. There are two or three gentlemen in the room much better posted on these figures than I am and they will bear me out that these are the most accurate statistics we can obtain in connection with this question. It cost last year three pounds (\$15) a year to give that elementary education which in England was given to the average boy and girl in the land. Three pounds to look after him in that way. The moment, however, one of these boys or girls got into prison the English Government was put to an expense of forty pounds a year, (\$200). The same argument applies almost exactly to the Province of Ontario, so that if we can, through the channel of charitable work, protect the young, the Province will be better off from a financial point of view. Our charitably disposed wealthy people should be encouraged to devote their charities

more extensively to that line, or partially to that line, for it pays in dollars and cents to conduct in a business-like, methodical way the work in which you are engaged. I quote now some statistics and I ask you to draw your own conclusions. In 1870, in the mother land there were enrolled 1,693,000 scholars, and in the same year there were in England 135 prisons with 29,050 prisoners. I am connecting all through the school and its influence in the prevention of crime. Ten years go by. How many scholars? 2,865,000. The school population was almost doubled during that interval of time. What about the prisons? There were 136 prisons in the first year and only 79 in the last. What explanation can you give about it? The number of prisoners had not increased during that interval although the population had greatly increased. In 1890, the beginning of the last decade, there were 4,800,000 children enrolled in the elementary schools of England. The population had greatly increased as you will see—more than a million in that interval of time—and yet the number of prisons had not increased, and the number of prisoners had decreased to the extent of 11,000. I think there can be only one conclusion to be drawn.

Then I take last year—we have the figures relating to last year. The number of school children enrolled in England last year was 5,660,000; the doors of ten prisons in the meantime had been closed and the number of prisoners was only 17,000—thousands less than it was ten years before. I know of no way to account for these figures other than that the educational influences of the school, the home, and the state co-operating, tended measurably, directly and forcibly towards the decrease of crime, and that Sir George Kekewich's explanation is correct, namely, that to open a school is to close a prison. If the homeless and parentless children who crowd the streets of our cities at night are taken away from those unfavorable surroundings and placed where the environment will be noble and healthy and uplifting, good results are certain to be reaped in the future.

Now, Mr. Chairman, I had not thought to say much beyond a few words of welcome. It is fitting, holding the position I do in connection with the Education Department, that I should

welcome to this room—a room connected with the Educational Department of the Province—a body of men and women engaged disinterestedly, intelligently, and earnestly in this high work of sweet charity. It is fitting I should welcome you here in my own name and the names of my colleagues. I not only welcome you here, but I say to you that the Government collectively and individually, earnestly sympathizes with every phase of charitable work. My friend, Mr. Stratton, whose letter was read to you, incidentally mentioned that this Province devotes no small sum out of the moneys of the people of the Province to charitable work. We only expend in all about four millions of dollars a year, and nearly one million dollars of it directly or indirectly, goes to assist work similar to that upon which your minds are bent this afternoon. We wish we had more money to devote to similar purposes. May I not quote the very expressive words of one who said "No nation was ever impoverished by the munificence of its charities." I believe the same applies to individuals. I believe no individual was ever financially the loser because of the money he doled out in the proper way and in the proper spirit, to truly charitable work. I believe that which applies to a nation applies with equal force to an individual.

I hope, Mr. Chairman, as I believe, that your Conference will result in good. Its influence is not in proportion to the numbers who gather here this afternoon. You are an educational body, and through the press you must and will reach tens of thousands of minds of the noblest and most earnest people in this Province and Dominion. May your work continue to commend itself to the best people in our whole community.
(Applause.)

ADDRESS ON TECHNICAL EDUCATION.

(Brockville Recorder.)

Wednesday, January 9th, was a memorable day at Brockville, the event being the formal opening of the Macdonald School of Manual Training. Their Excellencies the Governor-General, Lord Minto, and Lady Minto, were present, and other notables, including the Hon. Mr. Harcourt, Minister of Education, Ex.-Governor Hoard of Wisconsin; J. L. Hughes, Toronto; Prof. Robertson, dairy commissioner, etc. The distinguished visitors were escorted to Senator Fulford's sleigh, which was in waiting, and conveyed to the manual training school. They were met at the door by the principal, Mr. Pickles, who explained the work that the school was doing. A large class was in attendance and the Governor-General and Lady Minto passed from bench to bench, speaking words of encouragement to the pupils and expressing delight at the specimens of their handicraft which they critically examined.

After visits to other educational institutions, reception, etc., His Excellency the Governor-General, on behalf of himself and the Countess of Minto, returned thanks for the kindly reception, spoke of the interest he took in the schools, and asked that the students be granted a holiday.

J. A. Hutcheson, chairman of the Collegiate Institute Board, replied in appropriate terms.

Hon. Richard Harcourt then delivered an address to the pupils, speaking on the advantages of education which are now afforded young ladies. He said in opening, that he felt sure the pupils appreciated the high honor of a visit from Their Excellencies the Earl and Countess of Minto. The fact that Their Excellencies had honored the town with a visit was a proof that those in high station take an interest in the education of the young. The privileges that the youth of the land now enjoyed as compared with those of a few decades ago, were commented

on by the speaker, and the changes in the system pointed out. Continuing, the Minister of Education pointed out that only fifteen years ago the doors of the Provincial Universities were thrown open to young ladies anxious to pursue the higher branches of education, and since then no less than 340 ladies have graduated, after taking precisely the same course available to men. At graduation and afterwards, these young ladies have shown that they could enter into competition in the various professions. He cited the case of Miss Benson, who spent her childhood in Brockville, who is now lecturing in the halls of Toronto University; and in the Collegiate Institutes of Toronto are ladies doing excellent work. Hon. Mr. Harcourt then advised the girls to take advantages of the privileges now offered to them and continue their courses. He recalled how in the colonial days the education of girls was limited even in cultured Boston, and no state grants were made to education. Even in Ontario the girls were discouraged because of the paucity of advantages at their disposal. The 19th century, said the speaker, was the woman's century, and the 20th century would still, he thought, be more characteristic in this way. He pointed out when Miss Blake applied to the University of Edinburgh to take medical lectures she was refused and even hooted in the street, but now ladies were permitted to take any of the courses, so that women were practising medicine, in many cases with honor and distinction. The pupils were advised to appreciate the advantages now at their very doors and the work of the Collegiates was eulogised. The Minister of Education in conclusion spoke on the education that builds up the character and shapes the career of the pupils which he considered to be the ideal.

At the evening meeting an address was presented to the Governor and appropriately replied to.

Hon. Richard Harcourt, Minister of Education for Ontario, was given a hearty reception, and again delivered an admirable address, which was listened to with deepest interest throughout. In his opening remarks he expressed himself as delighted with having been accorded the privilege of addressing the audience. This was a splendid gathering and he was glad to be able to say

that in this province meetings in the interest of education invariably proved interesting, instructive and enjoyable. This meeting had more than one special feature deserving of notice. Everyone rejoiced to have practical proof that Their Excellencies, the representatives of monarchy in Canada, deem it a pleasure and a duty to take a keen and earnest interest in educational concerns, a fact which augurs well for brilliant success in their tenure of office. Well might His Excellency take a keen interest in those matters, for no one knows better than he how closely wrapt up with the life of the Empire are the colleges, schools and universities of the country. The great educational centres of England, such as Oxford, Cambridge, Harrow and Eton had done much in moulding and shaping the Empire. It was generally acknowledged that England, in the matter of defence, owes as much to her educational development as she does to the admiralty, navy, or army. Referring to manual training, he would be delighted if it and all that is implied in the words "domestic economy" could be made part of the public school system of the country. That was the ideal towards which he aimed. Another special feature of the day's proceedings was the practical proof given that a few men in Canada have deemed that they can do the most lasting good by contributing of their means and wealth to the cause of education. All honor to Sir William Macdonald, who had done and was still doing so much along this line. His princely benefactions in the Province of Quebec, notably to McGill, were a matter of comment the world over. He had given much to Quebec, but his generosity had overflowed the bounds of his own province and was now reaching to every province in the Dominion through the aid given to manual training schools. Manual training will cause the boys to appreciate the dignity of labor, developing them physically as well as mentally, and will not lessen their interest in other studies. John Ruskin, years ago, had strongly advised manual training in the schools, and the words spoken by him at that time seemed almost prophetic in view of what is being done along that line to-day. In 1721, 180 years ago, the legislature of the colony of Massachusetts voted £300 for the encouragement of the art of spinning. This was

the first trace of the idea of manual training in America. As the country grew, and the need of expert help became greater, the idea of manual training developed, and to-day there is in Boston the Massachusetts Institute of Technology, a school of which any country might well be proud. There are now 100 technical schools in the United States, nearly all the outgrowth of the past few decades. In the British Empire there are now 272 such schools, the greater part of which are devoted to industrial crafts and pursuits. Last year the British Parliament voted £944,000 to aid technical schools. The irresistible trend of the times is in favor of this class of education. The Ontario Government had recognized this fact and last year made a grant of \$3,000 as a beginning. As a result, schools had been established in Kingston and Brantford. That was only the thin end of the wedge. Next year he would ask his colleagues for a larger grant for this purpose, and he hoped to see many more such schools established in the province. He referred to the advancement that had been made in the industrial arts in Germany and the United States, much of which was due to the influence of technical education in the schools. Canada is rich in resources of timber, mineral and other raw products, and the development of these is the problem that has to be dealt with. If other lands, in order to make their country great commercially and industrially, have changed their system of education, are we to stand still and not give in our schools that training which will produce men skilled in all departments of life? The rapid development of our resources, especially in minerals, all shows the demand for such education. To-day, Canada stands third among the nations of the world in gold production. Three iron furnaces are now in operation in this province, with an output last year of over 100,000 tons, and one single mine (the Helen Mine) will this year in all probability turn out half a million tons. In eight years the value of the mineral products had increased 62 per cent., and in that time eight new products had been added to the list of Canadian minerals, producing last year \$1,140,000. The Midland Iron Furnace Company was using all Canadian ore, the furnaces were built by Canadians, and every man on the works is Cana-

dian born. All this goes to show that there is a great future in store for this country along these lines. It was not intended that manual training should displace other studies, but the idea was to make our education more scientific and practical. He would not have them forget the value of classical education, but at the same time emphasized the importance of that which is thoroughly practical. Mr. Harcourt closed his excellent address by congratulating Brockville on having been honored with a visit from Their Excellencies; on the excellent character of the schools, and on having been the recipient of such a handsome gift at the hands of Sir William Macdonald.

(From The Daily Kingston Whig, Tuesday, January 22, 1901.)

AN INSPIRING SPEECH.

The speech of the Minister of Education, delivered at the formal opening of the technical classes in the institute, ranks among his best. It was comprehensive in its scope, hopeful in its tone, clear in its elaboration of facts, and vigorous in its delivery.

The Hon. Mr. Harcourt has surely given the question large consideration. He has read extensively, observed closely, and reasoned logically. No better argument has been presented in many a day in support of the educational movement of the day. The fact was made patent that the nations which are the most progressive are those which have attached the most importance to education. The hard lessons of the war gave to the French

the introspection which resulted in the improvement of their schools. The varied experience of the Prussians paved the way for the amazing achievements of thirty years, as specially illustrated at the recent French exposition. Britain won her triumphs by valor to which her education quite as much as her army and navy have contributed.

The Minister said the education to which he referred was general as well as practical in its character. The inspiration that made Germany successful is due to the education which proceeded from the top downward and gave the training of her sons its chief and abiding value. The lesson of the day—the lesson taught by the nations of Europe and the United States of America—is that the greater the diffusion of knowledge, practical and useful knowledge—the greater will be the earning capacity of the people. The one point particularly emphasized was that the manual training which is now being conducted in the public schools of Kingston, and the technical instruction which is now being conducted in the institute, are not displacing the work which was carried on before their introduction. They were supplemented to their usual studies and were designed to meet the new and ever changing conditions of the times.

Canada, apparently, has just entered upon a period of expansion. A real beginning has been made in the development of her mineral resources, and, according to Mr. Harcourt's calculations, the near future will reveal the need and value of the education which Kingston has, in her several schools, undertaken to supply. What has been done is but the preliminary, however, to better things. The experiment tried here has been carefully scrutinized. It has given assurance of satisfaction, and it is pretty certain to undergo that development which follows all well-directed efforts.

Mr. Harcourt's visits to the technical classes have been encouraging. They have marked his growing interest in the new departure; they have elicited the intimation that he will still further mature technical training in so far as legislature approval and aid can do it.

(From the Brockville Recorder, Jan. 11, 1901.)

The Minister of Education for Ontario, who succeeded Hon. George W. Ross in that position, is not as well known in Eastern Ontario as he ought to be. Many saw and heard him here on Wednesday last for the first time, and the universal opinion is that he is an honor to the position. As a thorough student of the great educational problems of the day, he has no superior, for no phase of these questions can be touched, that Mr. Harcourt is not prepared to discuss. A Toronto University man, he is in close touch with higher education, and his experience as a teacher is very useful to him now in grappling with the details of his department. His short address to the pupils at the Collegiate Institute on the occasion of his visit here, was very interesting, and was characteristic of the man, for the matter he presents in an address is never of the slipshod variety.

At Victoria Hall in the evening, the Minister of Education, though suffering from an indisposition that would have put most men on the shelf, delivered an address the equal of which has seldom been heard here. The theme in hand, the effect of a broad education on national life, commercially, morally and intellectually, was discussed in a very clear manner. The premises were broadly laid, the reasoning close and the conclusions most logical. Add to this the fact that Hon. Mr. Harcourt uses nothing but the purest Anglo-Saxon, and you have an ideal speech. Such, indeed, was the one to which the people had the privilege of listening on Wednesday night, and there is an invitation hung out already for the return of Mr. Harcourt to Brockville at an early date, and the Recorder hopes to be able to have this desire gratified.

